

The
California
Palms

Volume 19

Number 2

December, 1973

California School for the Deaf
Riverside, California

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

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Calendar of Events

DECEMBER

- 19 Santa Claus to visit school
- 21 School closes at 3:15 p.m. for Christmas vacation

JANUARY

- 7 Classes resume
- 9 Girl Scout Troop 335 to UCR
- 11-13 Girl Scout Troop 337 weekend trip
- 18-20 DMHU Boy Scout Troop weekend trip
- 23 Girl Scout Troop to Press Enterprise
- 25 End of first semester
Parent visiting day

FEBRUARY

- 1-3 Boy Scout Troop 18 and Explorer Post 18 weekend trip
- 8-10 Boy Scout Troop 218 weekend trip
- 9 Gallaudet Alumni Banquet
- 14 Student Body Government mid-winter ball
- 15 School closes at 3:15 p.m.
- 19-22 Four-day workshop and in-service training for staff
- 24 Students return
- 25 Classes resume

The Slow Learner as An Individual

Nita M. Minton, M.S.

Deaf Multi-Handicapped Unit
California School for the Deaf
Riverside, California

Many of the ideas presented in this paper are not the original ideas of the writer, but were gained through workshops presented at the University of California at Riverside by associates of Dr. Robert Daw, President of the Institute for the Development of Human Resources in Palo Alto, California.

FABLE OF THE ACTIVITY CURRICULUM, OR THE DIFFERENCES IN INDIVIDUAL DIFFERENCES

By Dr. G. H. Reavis

"Once upon a time, the animals decided they must do something to meet the problems of 'the new world,' so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and to make it easier to administer, all the animals took all subjects.

The duck was an excellent student in swimming, better in fact than the instructor, and made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up, instead of from the treetop down. He also developed charlie horses from overexertion and then got C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In climbing class he beat all others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little had the highest average and was valedictorian." (1)

It becomes quite obvious in reading this fable that when we as educators write a curriculum and insist that all children learn all concepts and learn them equally well we are ignoring the individual differences among children.

A curriculum is important and necessary as a guide for structuring an instructional program, but there should be flexibility built into the curriculum to allow children to learn according to their own interests, and learning styles. The curriculum should be programmed to individual children.

Certainly there are skills that are important for all children to learn, but not to the same degree of proficiency or through the same methods, or within the same amount of time. In order to provide a maximum of successful learning experiences for a child, it is necessary for a teacher to observe and diagnose that child and then to prescribe an appropriate instructional program based on the observation and diagnosis.

This is true for teachers of all children and especially so for teachers of children with learning difficulties. It is important to remember that the slow learner is an individual with potential and this potential must be developed as fully as possible.

The slow learner in many classrooms is continually faced with lack of success. If expected to compete with other children in the class, the slow learner consistently falls short. The less successful he is on one task the less desire he has to try the next one, thus he becomes even slower. This situation is tragic because it does not have to be this way. Many of the children that are classified as slow learners would not be so slow if they were provided with opportunities for success rather than failure. An effective individualized instructional program can provide successful learning

experiences for a child and then lead the child to build on his successes. This is done by: (1) assigning the child work on concepts geared to his own academic level, (2) letting him spend the amount of time he needs to master the concepts, (3) giving him responsibility for learning what is required and selecting the approaches he enjoys using, (4) reducing frustration and anxiety by considering only his achievement without comparison to others and (5) developing tasks around his particular interests whenever possible. (2)

If you decide to individualize your classroom there are many things to be considered. First of all you must want to individualize. You need to be convinced that it will be the most beneficial program you can provide for your class. You also need to believe that your students are capable of developing self-direction. Then you must commit yourself to structuring a program in which each child in your class will begin to learn self-direction.

The first step in individualizing is to decide how much of your program to individualize. Depending upon your classroom situation you may want to individualize only a few subject areas or you may want a totally individualized program. Use your judgment as to what will best meet the needs of your students and what will be the most comfortable for you. Setting up an individualized program involves considerable time and preparation so it is important to be careful to start out with a program that is practical for you and your situation.

The next step is to determine a course of study. First decide on academic areas to be covered. This should be based on the needs and interests of the students. Then develop pre-tests to evaluate the children in each academic area in order to learn the strengths and weaknesses of each child. Using the results of your evaluations develop a "prescription" for each child in which you define in behavioral terms what the child is to learn in each academic area. In developing a child's "prescription" be aware of the child's strengths and interests and build on these. This is necessary if you want your program to be personalized as well as individualized.

Once the behavioral objectives and sub-objectives have been determined for each

child it is necessary to provide appropriate learning materials. Ideally you should have a choice of tasks developed for each sub-objective so that the child can select the approach he prefers as he works toward achieving his objectives. These tasks should provide repetition through a variety of approaches, and the approaches should complement various learning styles.

In order to know at all times what the children are doing and what they should be doing, it is important to develop a useful record keeping system. You should have a file on each child in which you show the results of his pre-tests and list the behavioral objectives that you have prescribed for him. Provide a means of indicating on which objectives he is currently working and which objectives he has achieved.

To implement the individualized program you need to structure your room to accommodate the academic areas and any additional areas, such as interest or play, that you might want to include. You also need to plan a time schedule to organize the daily routine.

It is important to establish rules to be followed in the classroom. If you plan to use any formal system of behavior modification then you also need to decide on a suitable checkcard and appropriate rewards. Whether you choose to use formal behavior modification or not, there should be certain expectations for behavior and good behavior should be positively reinforced.

After the necessary planning and preparation have been completed you are ready to introduce the individualized program to the students. The children's attitude toward the program will be greatly influenced by your attitude. Through your enthusiasm make them feel that this is a new, exciting, fun way to learn and that you have confidence in their ability to be self-directed.

The children need to understand the new classroom setup and procedures, so before you actually start them in the program, carefully explain to them what is involved. Show them each area and describe the subjects to be studied. Demonstrate the use of materials that are not familiar and teach them how to use necessary audio-visual equipment. Discuss with them the

rules of the classroom along with the rewards for appropriate behavior and the consequences of inappropriate behavior. Be sure the children understand the operation of the program.

I would now like to describe a project in which I was recently involved. During the last six weeks of this past school year my team teacher, Marcia Daly, and I set up a totally individualized instructional program in our classroom.

In planning our program we decided to use learning stations. Dunn and Dunn define learning stations as "small areas or tables that house specific rated materials and resources related to given curriculum such as mathematics, language arts, science or social studies at a particular level." (3) Since we had nine children in the class we decided to set up seven learning stations and two play stations. The stations were numbered and named as follows:

1. Reading
2. Writing and Perception
3. Play (arts and crafts)
4. Thinking Skills
5. Language (writing sentences)
6. Vocabulary
7. Math
8. Play (viewing slides and movies)
9. Language Skill (working on specific skills such as verb forms, prepositions, etc.)

After deciding on the academic areas to be covered, we divided the responsibilities. My team teacher was in charge of three learning stations and one play station and I was in charge of four learning stations and one play station.

We each developed pre-tests in the academic areas for which we were responsible. From the pre-tests we devised a basic checklist of behavioral objectives, written on a continuum ranging from simple to more complex objectives, for each academic area. We made copies of the checklists for each child and then recorded the objectives which the child could perform well and objectives on which he needed further work.

Next we took a second copy of the checklists and recorded the objectives on which the child would work during the week. This was used as a lesson plan.

We arranged the classroom to accommodate the nine stations.

At each station we had a box in which we placed work packets for each child. We scheduled the day to allow twenty minutes for each of the nine periods and additional time for physical education and for a group activity.

The children rotated from station to station. At each station they were responsible for getting out their own work packet and completing the assignment. If they completed their assignment before the twenty minute period was finished they were free to select more work or to read books. We did not assign additional work because we felt that this would discourage them from completing their work quickly.

We used a behavior modification system in our classroom in which we gave the children checks for appropriate behavior and work habits during each work period and activity. At the end of each twenty minute period we checked their checkcards.

At the end of the day those children who had missed no more than three checks could put their checkcards on a wall display. When they had seven good checkcards on the wall they could go to the staff lounge and buy candy or cookies or potato chips from the snackbox.

My team teacher and I were pleased with the individualized program. The children adjusted quickly to the new routine and to the additional responsibilities placed on them. Although there were times that some of the children worked very little or completely refused to work, generally the children were all involved in working at their assignments. This provided an opportunity for us to work with the children individually at any time they had specific problems.

In the beginning the children were constantly asking for attention or assistance, but after a few weeks they began to complete tasks without demanding attention. The children told us that they liked the individualized program and it is my opinion that in those few weeks they did become more independent and more self-directed.

Although the children actually spent about four weeks working in the program, in comparing their pre-tests with their post-tests we found that each of the children improved in each of the academic

(Continued on Page 4)

The California Palms

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California School for the Deaf, Riverside

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Do You Have a Moment?

Accountability is the big word in our society today, both on the national scene and here at home. In previous articles I have stated that students no longer accept as truth everything that is taught them. Assumptions are no longer valid and everyone is asking for answers, so we are accountable.

Here at CSDR accountability has added a new dimension to our thinking and to our preparation. Classroom teachers, staff in supportive functions, supervisors, principals, assistant superintendents, and the superintendent, have to state their objectives for this school year. Individual teachers in each of our school departments, including the vocational school and physical education department, have been required to sit down with their department heads and discuss their objectives for the year. By the same token the department heads have met with the assistant superintendents to outline and discuss programs and changes in each of the schools for this current year. The assistant superintendents, as supervisors and coordinators for the total programs, have met with the superintendent and conferred on objectives and procedures for the school year. They have outlined what they plan to achieve and how they will proceed to accomplish these objectives.

This adds up to a more comprehensive school program designed to meet the individual needs of each student. At this point in time I would say that the

accountability of each member of our staff has improved the quality of teaching at each level and that the pupils are getting more individual help than ever before. This should be a very good year. Come in and get acquainted with your school.

James A. Hoxie
Assistant Superintendent
for Instruction

AAA Insurance For Deaf Drivers

Licensed deaf drivers residing in Southern California can now be insured with the Automobile Club of Southern California. Applications for insurance coverage will be processed under the same rules that prevail for hearing drivers. Standard rates will be charged for those who qualify for coverage, and there will be no penalty of any kind for hearing loss.

Mr. Dirk Stalnecker, representing the Automobile Club of Southern California in Riverside, will be happy to accept applications for membership and insurance from the deaf. His office is at 6927 Magnolia Avenue in Riverside, telephone: 684-4250. Mr. Stalnecker and others in the Riverside office have been instrumental in bringing about this change in the Club policy.

THE SLOW LEARNER (Continued) —

areas. This learning was accomplished by the children working independently within the structure established by the teachers.

As a result of my experience using individualized instruction with slow learners I am convinced that, for the majority of children, this is the most efficient means of providing a truly relevant instructional program. This type of program requires a tremendous amount of planning and preparation and demands considerable time and work, especially in the beginning. In my opinion, however, the results make the effort worthwhile. Once the program has been established and materials have been developed and the children have adjusted to their responsibilities the program begins to run quite smoothly. At that point the teacher can step back and observe a classroom busy with individuals involved in meaningful learning experiences.

(1) Rita Dunn and Kenneth Dunn, *Practical Approaches to Individualizing Instruction*, Parker Publishing Co., Inc., West Nyack, New York, 1972, pp. 7.

(2) *Ibid.*, pp. 81-85.

(3) Dunn, *op. cit.*, pp. 68-69.

REFERENCE

Dunn, Rita and Dunn, Kenneth, *Practical Approaches to Individualizing Instruction*, Parker Publishing Co., Inc., West Nyack, New York, 1972.

Elementary School News

Why I Like Christmas Time

The following items were written by the pupils in Class K in response to the teacher, Miss Barr, asking the question, "Why do you like Christmas time?"

I like Christmas because Santa Claus will bring me presents.

John Maucere

I like Christmas because we will have a party at my home.

Newton Gray

I like Christmas time because I will go to a Christmas party.

Erlinda Gomez

I like the snow in the mountains at Christmas time. Everything is beautiful.

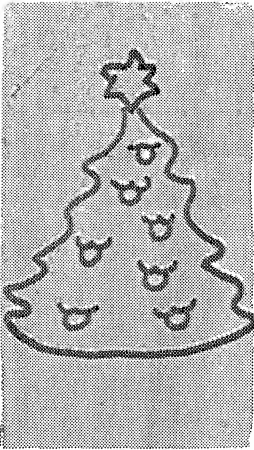
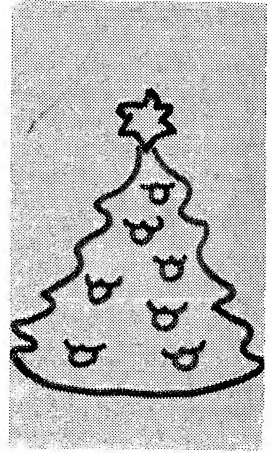
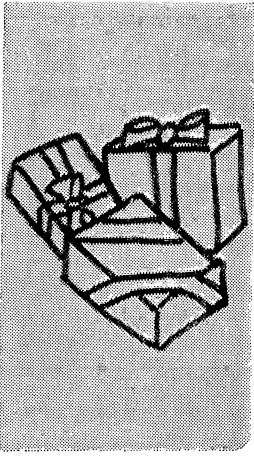
Louis Parker

I like Christmas because many houses are decorated. I like Christmas trees, pretty lights, and Santa Claus.

Sylvia Padilla

I like Christmas time because my family will go up in the mountains to the snow. I like to ski and build snowmen.

Tim Price



Merry Christmas to All!

Model Cars

Mr. Smith's class made model cars. First we walked to Gemco. We bought model car kits. Then we built the models. We painted them pretty colors. We put the model cars in Mrs. Boyer's office. The children in Elementary School liked them.

Class M

Fuels

My class is learning about fuels in science. Coal, gas, and oil are fuels. They burn. We get heat and light from fuel.

Lisa Kluth
Class P

The Library

All Elementary classes go to the library each week. We enjoy the library. It has many books and magazines. It is fun to read books.

There are rules for the library. We obey the rules. We are careful with books. We put the books back in the right places. We are quiet in the library.

Gabie Razo
Class Q

Our Friday Meetings

Classes M, N, O, P, and Q have a meeting in Room 113 every Friday afternoon after recess. We talk about the rules for recess and the lines. On the last Friday of the month the teachers choose four captains. Then the captains choose their teams for kickball and warball. Then we decide on names for the teams. The teachers explain the rules for kickball and warball.

Shelly Freed
Class N

My Kickball Team

The name of my team is the Lakers. Barry Katz is the captain. Our team wins most of the time. We lost only one game and tied two. My team has good cooperation.

Alban Branton
Class N

A Baby Picture Guessing Contest

We brought our baby pictures to school for social science class. We decided to have a baby picture guessing contest. Mrs. Kowalewski made a baby gallery and we numbered the pictures.

We invited five classes, Mrs. Tennis, Mrs. Boyer, and Miss Ohlinger to take part in the contest. We made a schedule for the classes to come. Jeff Emmer copied it down. We planned a ballot. Mrs. Kowalewski ran off fifty copies of the ballot on the duplicating machine.

Then the five classes came to our room. Miss Barr and her class came first and Barry Katz was host. Mr. Smith and his class came next. Alban Branton was host. Mr. Fontana and his class came in. Carolyn Gomez was hostess. Then Mrs. Wukadinovich brought Class P. David Gunsauls was host. Mr. Thornton brought Class Q last and I was hostess.

Later we checked the ballots. Mike Petek, Mario Urrutia, Jennifer Waters, Larry Garcia, and Gabie Razo won candy bars. They guessed all the baby pictures right. The losers got lollipops.

Wendy Calhoun
Class N

High School Drama Class Performs for Class K

Mr. Rutherford brought his drama class to our classroom. There were ten students in the class. They were Janette Epstein, John Estes, Beth Gilham, Leslie Greer, Dan Tsujimoto, David Gomez, Robert Johansmeyer, Donna Condit, Maureen Mazza and Patty Walsh.

The students told interesting stories in sign language. The students chose the stories. They practiced for two weeks. We liked the stories.

Louis Parker
Class K

Junior Palms

Cinquains

Students in class I reviewed parts of speech and expressed themselves creatively by writing cinquains. Each student was given the formula to write a cinquain. Then he chose a picture from which he created a word picture in the form of a cinquain.

About People!

Soldier
Quiet, serious
Watching, listening, wondering
Thoughtful, brave
Worshipper.

Carolyn Dubler

Window-washer
Excited, hopeful
Winking, teasing, wishing
Interested, watchful
Flirt.

Kenneth Clark

Man
Stern, angry
Talking, measuring, scolding
Mad, mean
Game-warden.

David Tucker

Clown
Silly, comic
Exciting, entertaining, talking
Happy, playful
Joker.

June McMahon

Man
Nervous, Worried
Fidgeting, praying, hoping
Solemn, grave
Fan.

Ramy Bustamante

Cook
Worn-out, sleepy
Slumping, resting, remembering
Impatient, fed-up
Slave.

Ethan Bernstein

Sailor
Proud, pleased
Posing, dreaming, hoping
Brave, neat
Captain.

Ricky Lopez

About Animals!

Puppy
Lost, nervous
Waiting, staying, sitting
Afraid, quiet
Pet.

June McMahon

Fox-hounds
Strong, fast
Panting, hunting, yelping
Excited, hurried
Hunters.

Ricky Lopez

Eagle
Fierce, haughty
Glaring, commanding, frowning
Heroic, dignified
American.

Ethan Bernstein

Kitty
Starving, hopeful
Smacking, meowing, stalking
Smart, waitful
Tiger.

Ramy Bustamante

Eagle
Stern, powerful
Watching, pouncing, waiting
Strict, strong
Chief.

Kenneth Clark

Tiger
Hungry, staring, sly
Walking, growling, prowling
Quiet, brave
Feline.

David Tucker

Puppy
Puzzled, dolled-up
Sitting, staring, wondering
Surprised, cute
Present.

Glenn Eichensehr

A Story About a Boy, His Mother and a Skunk

One afternoon after lunch, two farm boys came out of one of the boy's houses. Pretty soon, they smelled something funny. They decided that they wanted to know what the smell was.

One of boys, whose name was Bob, had an idea. He went back into the farmhouse and looked around in the closets and in the garage. Finally, he found a big animal trap in the cupboard in the kitchen. He went outside and put the trap in the flowerbed. It was very smelly in the flowerbed.

The next morning the boys ran to the flowerbed. They saw a big skunk with its leg caught in the trap. Bob picked up the trap and the other boy carried the skunk by its tail. They tried to clean up the skunk's hurt leg. Then, they went into the farmhouse.

Bob's mother saw them and threw them out — with the skunk!

David Tucker
Class I

The Stubborn Plants

The man's name was Joe. He was 21 years old. He lived alone in a house. He thought of growing plants. He wanted a food plant so he bought a box of corn seeds. Then he put the corn seeds in the soil. The next month the corn had grown tall. Joe went to the corn plants and saw them. He took one ear of corn and ate it. Then the corn got mad. It had an idea.

The next morning Joe went to the corn. The corn had disappeared. It had gone down in the soil. Joe was sad because he had no food. He moved to another house.

Nidia Carrillo
Class F

The Thief

My doll was ugly. I played with my doll. My mother called me. I left my doll and went downstairs. But the dog lay down in my room.

Five minutes later I went upstairs again. I went to my room. I saw that my doll was gone. I yelled and cried. My mother heard and ran upstairs. She said, "What's wrong?" I said, "My brother stole my doll and hid it." Mother scolded my brother, "Why did you steal Patti's doll?" My brother said, "I didn't."

Two days later my brother played with a truck. He said to the dog, "Sit down." The

dog obeyed. Then our father called my brother. He ran to the T.V. room to pick up the telephone. He began to talk. The dog took the truck in his mouth and ran. Fifteen minutes later my brother went to the living room and saw that his truck was gone. He ran to tell our father. He said, "My sister stole my truck." Our father called me. I said, "I didn't."

Five days later my brother had an idea. He ran to the store. He bought a new doll for me. He ran home and gave me the doll. I was happy. I left it in the living room and ran to tell my mother. I said, "My brother gave me a new doll." My mother, father and I went into the living room. But my brother saw the dog take the doll in his mouth and run. My brother yelled and followed the dog. My mother, father, and I followed, too. The dog ran and went into his doghouse. My brother found his truck and my dolls. He gave me the dolls. Our mother and father spanked the dog.

Patti Heynen
Class F

BOOK REPORT

Fujio

Fujio was born in a small Japanese village. The village was near a huge volcano. Fujio wanted to climb the large volcano. As the days passed, Fujio looked for things to do. Fujio liked to play and have fun. He would walk with long sticks called stilts. During the winter months he and other boys and girls would play in the snow and would ski on the mountains. Fujio made some homemade skis and tried to learn to ski.

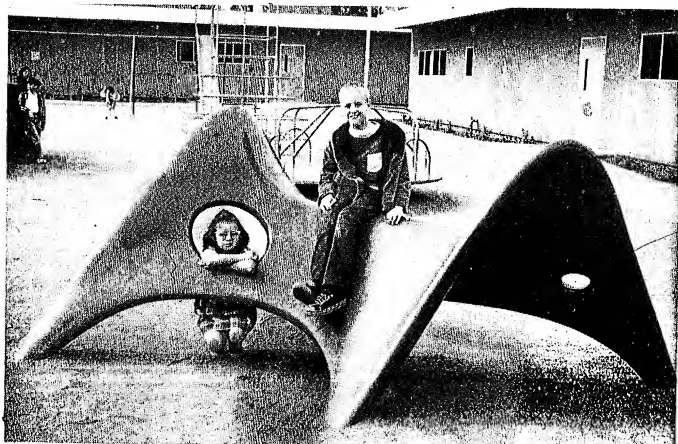
Fujio especially liked the festival days. New Year's Day in Japan is everyone's birthday. On that day Fujio and his friends played a Japanese game called "Fan Ken Pon". They had lots of fun. Early in April they celebrated the Girls' Festival. Many fine dolls were displayed everywhere. In the spring the boys enjoyed playing ball. Fujio liked to play but he always thought of climbing the volcano.

Fujio's father remembered what the volcano looked like and how hard it was to climb. Finally, Fujio's father said that he would take Fujio to the top of the volcano. It was a hard climb but when Fujio and his father reached the top they knelt and offered a prayer.

Sheryl Gardner
Class L

Deaf Multi-Handicapped Unit

New Playground Equipment

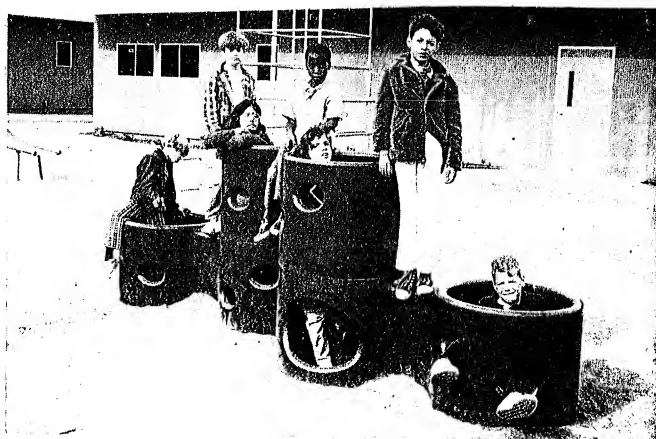


Anna Marie Rodrigues and Andy Johnson are on the "slide".

Recently, Mr. and Mrs. George W. Schultz donated two new, brightly-colored pieces of playground equipment to the Deaf Muti-Handicapped Unit. The equipment consists of concrete (which is mixed, dyed, and poured into molds) with reinforcing steel bars inside. One piece resembles a castle and the other, a free-form piece for climbing and sitting on.

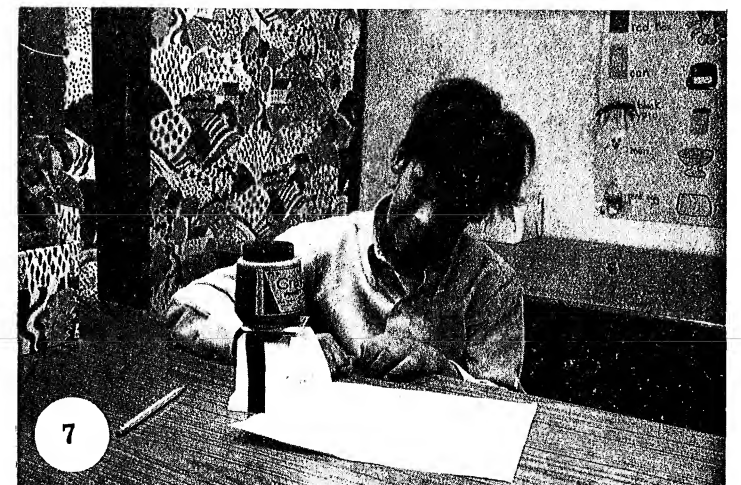
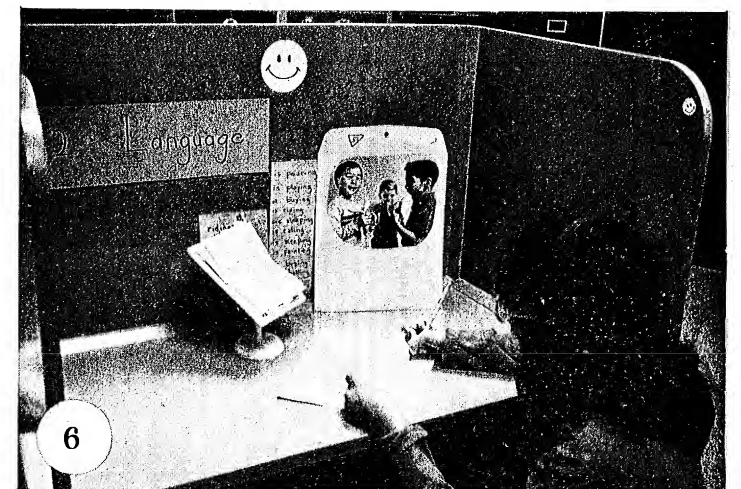
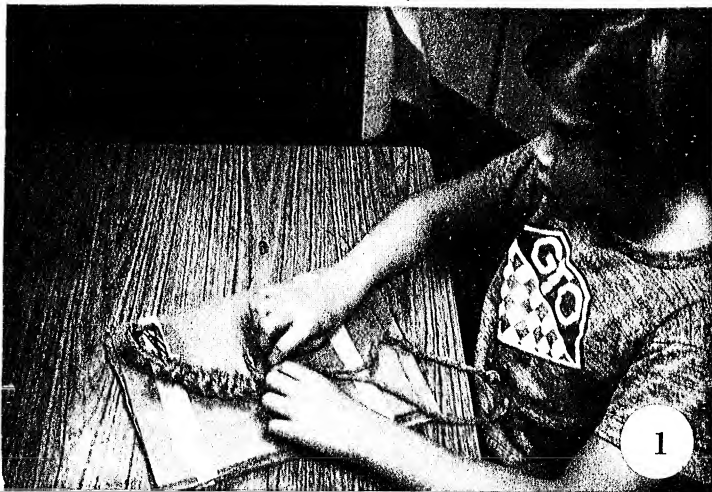
Mr. and Mrs. Schultz are the parents of Patrick Schultz who entered the Deaf Multi-Handicapped Unit this Sep-

tember. As the manager of Form Sales and Manufacturing Company in Cucamonga, California, Mr. Schultz at first sought to buy the equipment for the unit himself. When he mentioned the idea to Mr. James Miller, President of the main branch of Form Inc., in South Lyon, Michigan, Mr. Miller offered to donate the two pieces of equipment free of charge. The Multi-Handicapped Unit and its children extend warmest thanks to Mr. Schultz and Mr. Miller for these new additions to our playground.



Left to right:

Kevin Bauer, Danny Peterson, Lynn Farthing, Eugene Walker, Michelle Lariviere, Gono Lopez and Curtis Wyatt enjoy playing in the castle.



DMHU

Classroom Learning Stations

1. Scott Stonebreaker is doing macrame in one of the interest centers.
2. Proud of her success, Cindy Morrison finds the right answer using a math chart.
3. Language is a snap for Dick Weaver using the slide viewer.
4. Phillip Winney finds the perfect spot to read a good book.
5. It's a happy day for Pat Huddleston when Nita Minton displays his perfect checkcard.
6. Lynn Farthing is using a language index to write sentences.
7. In the Thinking Skills area Bryan Gautheir determines if an object is heavy or light.

Leisure Time Events

Brownies

A Brownie Troop has recently been organized on the CSDR campus. Girls from Rubidoux II and residential students in Pachappa III are members of this newly organized unit. Next year Brownies will be expanded to include day students.

First order of business has been for the girls to learn about this first step in Scouting, and to memorize the Brownie Promise. An Investiture is planned as soon as all members have had an opportunity to attend four meetings, as required before joining the world-wide family of Girl Scouts and Girl Guides.

Because it was close to Halloween, one of the first projects was making spiders for dormitory decorations and scary masks.

Quick planning converted a Pachappa III visit to the petting zoo at Ron's into a Brownie outing. The entire troop shared in this first of the Brownie B's: Be Discoverers. The girls practiced another: Be Friend-Makers. The animals were delighted to have the attention. The third B, Be Ready Helpers, is being worked on at home and in the dormitories.

Girl Scout Troop 129

Girl Scout troop 129 is our newest troop at CSDR. We now have seven members. They are: Tamy Neal, Christa Eichberger, and Jane Minner who transferred from Troop 335 and new members Dell Samson, Theresa Dickinson, Barbara Moore and Cindy Morrison.

The first project the girls are working on is First Aid and the girls are eager to learn learn the various techniques used in First Aid. Plans are still being formulated for the coming year and we look forward to a rewarding year with the girls.

Girl Scout Troop 335

The girls in Troop 335 elected officers. The members of the Court of Honor are: Lisa Kluth, President and leader of Patrol No. 3; Carolyn Gomez, Secretary; Sherry Thompson, leader of Patrol No. 1; Kim Reed, leader of Patrol No. 2; Carolyn Gomez, Teri Chance, and Nancy Herrera are assistant patrol leaders.

At our annual Investiture and Rededication Ceremony several of the girls had special responsibilities. In the Flag Ceremony Carolyn Gomez was a Flag Bearer and Stella Chavez and Shelley Freed were in the Color Guard. In the Candle Lighting Service, Lisa Kluth said the Promise; and the girls who said some of the Laws were: Werdy Calhoun, Stella Chavez, Joyce Cook, Nancy Herrera, and Kim Reed. Teri Chance and Mary Ochoa had earned their Girl Scout and World Association pins and received them at the ceremony. Many families attended. The refreshments were delicious.

Cub Scouts Den 1, Pack 88

All of the Cub Scouts of Den 1, Pack 38 recently paid a visit to the CSDR campus library. The boys learned about the filing system of a library and how to find and care for books. Afterwards they were allowed to browse around and read books of their choice.

The Scouts also learned how to make fun masks out of paper bags and construction paper.

These achievements and others enabled all of our members to earn an achievement badge. This achievement badge is part of the new Cub Scout instant recognition program. The program allows the Cubs to receive awards to be worn on their uniforms before they complete the entire Wolf program as previously required. The badges were awarded at a recent pack meeting.

All of the Cubs in Den 1 would like to extend a warm thank you to Geron Hann. Geron is an Explorer Scout at CSDR and he has volunteered his free time to help out at our meetings. Thanks, Geron.

Cub Scout Pack 18

Congratulations to Daniel Landrum, Michael Tims, Javier Lopez and Henry Wells of Den 1 and Timothy Price and John Balser of Den 2 on earning their Bobcat pins at the Pack meeting held recently. They have worked hard to learn the Promise.

Members of the Webelos have been doing many different kinds of scientific experiments during their meetings. Next on the advancement list is the area of drama.

(Continued on Page 24)

Book Shelf

High School —

TITLE: **You Might Even Like It**

AUTHOR: Norman Borisoff

Kenny was late for his date with Debbie. She waited and waited at Cal's Diner. Kenny was strange and he seemed older than 21 years old. She was a senior at Valley Central High. He went to Valley Junior College, worked at a filling station, and lived at Mrs. Olsen's boarding house. Debbie liked him, but she worried about him. They had been seeing each other for more than three months, and Debbie still didn't know where he came from or if he even had a family.

She was ready to leave the diner when she saw Kenny. He was bleeding. She asked him what happened. He promised to tell her later. After he changed clothes at Mrs. Olsen's, they went to a Mexican restaurant. He told her about having car trouble and about fighting a big guy who was beating up a smaller boy. It really didn't happen that way. The big guy, Skip, was selling a bag of heroin to the boy named Mickey. Skip and Kenny had a fight. Skip had a knife and cut Kenny's hand.

One evening, about one week later, Kenny called Debbie from the filling station. While Kenny was talking to Debbie on the phone, Skip and a man named Gordon drove into the filling station. They came inside, made Kenny hang up, and forced him to go around to the vacant lot behind the station. Kenny was scared. He told Gordon that he didn't know what he was doing the week before. He said he had freaked out on some pills someone had given him. He tried to say he was sorry. Skip and Gordon didn't believe him. Gordon told Kenny that they had friends in business, politics and the police. Then Skip started beating and kicking Kenny until he blacked out.

Three days later Kenny woke up, but he didn't remember what had happened. He was in the hospital. Later Debbie told him that she was so worried that night that she called her father. He called the police for it sounded like a holdup. Mr. Conner, the owner of the station, visited him and gave him his pay and a bonus. Kenny was upset and worried for he knew there had been no holdup.

Several weeks later Kenny got out of the hospital. When he visited Debbie and her parents, Debbie's father didn't believe that Kenny could not remember what happened. He thought Kenny was hiding something.

Later Detective West came to talk to Kenny. Kenny was afraid to talk but he did tell him about the little red sports car. The detective told the newspaper about the red car. When Gordon read about the car in the newspaper, he made Skip exchange his car for an old VW.

Debbie worried because everytime that Kenny saw Skip he became very nervous.

Finally Kenny told Debbie the truth about the fight and about the so-called holdup. Kenny was afraid that Skip was going to kill him. Debbie told Kenny about giving Detective West Skip's VW license number. Kenny now knew why Skip was driving a different car and why he was wearing a wig and beard. Kenny told her about his younger brother Paul who got hooked on heroin at fifteen. That was why he took the heroin away from Mickey and scattered it on the ground. They decided to call Detective West, but they found out that the detective would not be back for a few weeks.

Two days later they went to Debbie's school. Kenny saw Mickey. He told Kenny that Skip was to meet him at the shed near the bus stop. Skip would have a lot of heroin in his car. Kenny and Debbie talked about how to catch Skip. Kenny asked his roommate, Pete to help. Later Debbie decided to talk to Mr. Brown at the newspaper office. She told him all about the plans.

The next day the police were waiting at the shed. Skip shot a detective and then he was shot. The police called for ambulances. Mr. Brown and Debbie's father came. Her father said he would take care of things for them.

After Kenny went back to Mrs. Olsen's, he got a phone call from his mother telling him that his brother Paul had died from an overdose.

He went to see Debbie before he left for his home. He told her that he would see her over the weekend. Then he left.

Leslie Greer

Senior Palms

From the Math Department

Changes in Math Department

In the High School mathematics department changes have taken place.

The teaching team is made up of Mr. Barber, Mr. Paullin, and two new teachers, Mr. Sullivan and Mrs. Weisbart. Mr. Newman left to become director of a program for deaf and hard of hearing children at the Taft Elementary School in Santa Ana.

The four mathematics classrooms are now located close together in an area which used to be for Junior High School students. This permits the math teachers to work together more closely. It has become easier for them to share books, teaching materials, and tools.

In a later issue of the **Palms** there will be a feature article about developments in the mathematics program at CSDR.

Changing to Metric Measure

I read that the United States will go metric in the future. This country is one of the very few nations that still uses the imperial system of measurement. Metric measure is much simpler to use. It will cost this country a great deal of money to change to the metric system but we have to make the changes. A great many people in this country drive foreign-made cars which are built to metric measurement. In the World Olympic Games, the distances are measured in meters instead of feet and yards.

John Miranda

Zero as Place Holder

We usually think that the digit 0 (zero) means nothing or none. This is correct but the digit has another important job in our numeral system. It serves as a place holder. For example the number for five thousand nine is 5,009. Zero is used in tens' and hundreds' places to show that there are no tens and no ones and at the same time keeps the digit 5 in thousands' place where it is supposed to be.

Deri Lyn Gough

Dividing With Fractions

When we divide a number by a fraction, it means how many times the fraction goes into the given number.

For example $2 \div \frac{1}{2}$ means how many halves are in 2 wholes. By drawing, it is easy to show that there are two halves

in one whole. So from two wholes we get four halves.

To do the mathematical operation, we use the reciprocal of $\frac{1}{2}$ which is 2. Then we apply multiplication, $2 \times 2 = 4$ halves.

Paul Hughes

Base 8

We have been studying computers and Base 8.

Facts about Base 8:

1. Base 8 uses only 0, 1, 2, 3, 4, 5, 6, 7 digits.
2. By using 4, 2, and 1 in different combinations it is possible to make any Base 8 numeral.

For example:

$$\begin{array}{rclclcl}
 0 & = & \text{---} & + & \text{---} & + & \text{---} \\
 1 & = & \text{---} & + & \text{---} & + & 1 \\
 2 & = & \text{---} & + & 2 & + & \text{---} \\
 3 & = & \text{---} & + & 2 & + & 1 \\
 4 & = & 4 & + & \text{---} & + & \text{---} \\
 5 & = & 4 & + & \text{---} & + & 1 \\
 6 & = & 4 & + & 2 & + & \text{---} \\
 7 & = & 4 & + & 2 & + & 1
 \end{array}$$

Each space has a place value as shown above. If all spaces are not punched out on the computer card, it means zero. Therefore a computer card needs only 3 spaces to represent all of the Base 8 numerals.

The spaces can mean mathematical functions too, such as, addition rules. All problems must first be changed to Base 8.

A computer programmer is a person who changes the problems into Base 8 and punches out the holes in each card.

The cards are put into the computer. The computer "reads" the cards with little lights that pass through the holes. The computer is now ready to work hard problems.

Farley Warshaw

Square Measure

It is helpful to know how to use square measure. Suppose I wanted to paint my bedroom. I would need to know how much paint to buy. I have to measure the walls of my room to find how many square feet. Then I go to a paint store. I select the color and kind of paint I want. The label

on the can of paint tells how many square feet it will cover. If one gallon will cover 500 square feet and my room has about 1000 square feet, then I need to buy 2 gallons of paint.

By being able to use square measure I save time and money. I don't make the mistake of buying too little or too much paint. This would happen if I tried to guess the amount of paint to buy.

Don Lee Hanaumi

Bread in Math Class

Our class made quick bread in Math with Mrs. Weisbart. We were interested in baking the bread. It was delicious. We learned to use math to bake enough bread for the whole class. After school our class rushed to Mrs. Weisbart's room and ate the bread. We had enough bread to share with some of the teachers, too.

Nanette Schelly

Making Fudge

We cooked fudge. We increased the ingredients to make enough for 23 people. We used ratios to help us increase the ingredients. We made enough fudge for all of the class and some of the teachers. We came back to class after lunch and got our fudge. We had fun eating it. It was delicious.

Ruben Loera

Using Ratios and Proportions

Our class learned how to use ratios and proportions when we made fudge and bread. We wanted to make more fudge and bread than the recipe showed. We enjoyed learning some new math and the food was delicious.

Ann Kassel

Why I Like Math

I like math because I want to know how to increase a recipe when I cook. I made fudge in Mrs. Weisbart's class and I also learned how to make bread. We used ratios to increase both recipes so we would have increase both recipes so we would have enough for the whole class. Mrs. Weisbart gave some samples to some of the teachers. They liked the taste of our food.

Toni Valenzuela

Place Value

It is important to understand "place value" in our numeral system. It helps you to know the value of each digit by its place in the numeral system. For example in 9,999,999, the first place at the right is called the units, the next place is the tens' place. Then is the hundreds' place. These first three places are called the first period. Now the second period is thousands and its three places are thousands, ten thousands, and hundred thousands. The third period is millions and its three places are millions, ten millions, and hundred millions. This number, 12,704,358 reads as twelve million, seven hundred four thousand, three hundred fifty eight.

Steve Triolo

Math Contest Offered

The High School math teachers are sponsoring a contest. A prize is awaiting the CSDR student who solves the five math puzzles given below.

If more than one student submits all correct answers, they will be called together to solve a tie-breaker puzzle.

Write your answers on paper and give to Mr. Barber. Deadline is 3:30 p.m., Friday, January 11, 1974.

1. Below is a famous mathematical number sequence. Can you determine x , y , z ?
Given: 1, 1, 2, 3, 5, 8, x , y , z , 55, 89.
2. A bass plug and some touch-up paint cost a total of \$1.20. The plug costs \$1.00 more than the paint. What is the cost of each?
3. How can you use eight 8's so that they will total 1000?
4. A camp cook wanted to measure four ounces of syrup out of a jug but had only a five-ounce and a three-ounce bottle. How was he able to do it using the two bottles?
5. Three men stopped at a hotel and rented a suite of rooms for \$30.00. Each man paid \$10.00. On the way to the rooms, the clerk discovered he had erred and that the room was only \$25.00. He found the men in their rooms and returned the \$5.00. Not knowing how to spilt the \$5.00, they gave the clerk \$2.00 and kept \$1.00 apiece.

Thus, each man paid \$9.00 for his room or \$27.00 for all three. The clerk got \$2.00 making a total of \$29.00. What happened to the other dollar?

Sports Events

Homecoming 1973

Miss Nancy Jones, CSDR's own blithe spirit was chosen to reign over the annual Homecoming festivities for 1973. On that beautiful October afternoon the beauteous Queen Nancy presided over her loyal subjects as they viewed the homecoming football game between the Cubs and the Gauls of Webb School. Before a large crowd of die-hard fans, the Gauls flexed their muscles in the second half of the contest to romp over the Cubs, 32-8.

The Cubs scored first on a beautiful 65 yard pass-run by Mike Farnady off of a John Foronda aerial. After a successful PAT by John Foronda, the underdog Cubs held a surprising 8-0 advantage over the formidable team from Webb. The Gauls had to scramble for points and at halftime, due to some very fortunate breaks, Webb led by a narrow 12-8 margin. The second half saw the Cubs revert to their old nemesis — fumblyitis. A symptom which had plagued them all season. This combined with several miscues undermined the stout efforts of the Cub players. There was no contest as the Gauls cashed in for a TD every time the Cubs lost the ball on errors.

However, as sad as losing the game was, the festive Homecoming mood was retained on the dancing floor of the Social Hall following the game. The Student Body Government is to be commended for its imaginative Halloween decorations inspired by Jeff Lubman and Linda Tucker. Everyone was eager to dance with Queen Nancy as well as with her lovely court of princesses which included Janet Mertz, Linda Tucker, Daria Smith and Kathy Shaw. A lovelier group of ladies has never graced any realm.

Athletic Award Night

On November 27th, the annual fall athletic award night was held in our gym and after a delicious pizza dinner, Coach Verdara Smith and Kathy Shaw. A lovelier selected as the Most Valuable Player on the

junior varsity volleyball team. Nancy Jones capped the varsity volleyball MVP honor bestowed on her by Coach Aletha Emerick. Coach Pete Lanzi accorded Keith Brown the MVP trophy for his fabulous football year.

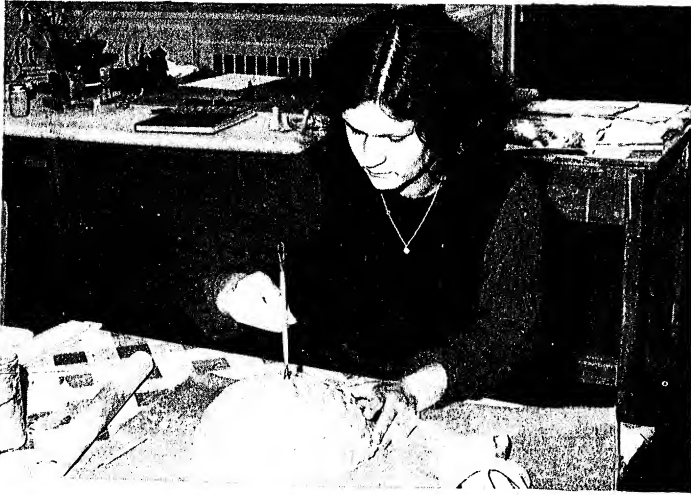
Basketball 1973-1974

Coach Seymour Bernstein launched his fifth basketball year and the Cub's 19th season as he greeted 54 ambitious candidates for 27 positions on the varsity and junior varsity squads. After undergoing a tough "boot camp" type of basketball clinic, the 27 best players were selected to represent our school on the hard court this season. For the varsity, four starters from the team last year have returned to form a strong nucleus on a squad that is determined to improve on last year's seven win, eleven loss record. The returnees include Mike Farnady, Keith Brown, Wally Wiczak and the record holding John Foronda. John nearly broke all offensive records including an incredible 50 point performance in one game last year. Sophomores Ken Roberts and Robbie Woodard are fighting to win the fifth starting position. Jeff Lubman, Farley Warshaw, Lance Shinagawa, David Gomez, Duane Jackson and Russell Mohr complete the squad.

David Fontana and Brian Malzkahn share the duty at the coaching helm for the Cubs junior varsity team. Their hands are full trying to instill confidence and to build basketball skills in their young minds and bodies. This year's JV squad consists of Larry Adams, Harry Whitney, Kevin Struxness, Mark Aguirre, Morgan Droutsas, John Miranda, Don Lee Hanaumi, Fred Herrera, Eddie Frazer, John Carpenter, John Roberts, Scott Butler, Ron Shely, John DuQuin and Randy Dyer.

Eddie Kollmeyer, Jim Miller, Tom Gilmore, Chuck Bill, Danny Tsujimoto, Mike Snabley and Mike Reed are the young men who handle all the important managerial chores in preparing for the teams' endeavors.

Vocational Palms



Ceramics at CSDR

Ceramics at CSDR has become an increasingly popular course during the past year. Mr. Joseph Pepe, our Spotting and Pressing teacher and a well known local ceramist, is the instructor. The course is open to High School girls and boys and is currently being taught two periods per day.

Class activities include slab work, coil work, wheel work and sculpturing. Some projects will involve two or more of these processes. After the basic project is built by one or more of the above methods it is decorated by carving, design painting or other tool work. It is then air dried until all moisture is out of the clay. A bisque firing at a low temperature is then done. Next the item is coated with a glaze material to give it the coloration desired as well as the surface texture. The project is again refired in the ceramic kiln at a much higher temperature than the original bisque firing. This final firing turns the glaze and clay into a vitreous or glass-like material. Filing and smoothing of the base completes the project for use and display.

Skills acquired in this ceramics class could very easily lead to a most satisfying and even profitable vocation. For those not interested in ceramics from a vocational aspect the program lends itself to developing a most interesting avocation or hobby.

The pictures with this article show Mr. Pepe supervising Kathleen Shaw doing some wheel work on an electric potter's wheel. Alwayne Grim is shown modeling a slab work project. The third picture illustrates some of the various kinds of work that have been completed by the student in the ceramics class this fall.

Snails in Homemaking



I thought that all snails were in the garden. I was surprised that people in France have eaten snails for many years. In France they are called escargots.

I noticed that many girls looked at their snails and tried and tried to eat them. They did. Some said that they tasted fair; others said very good or good. Miss Meek asked Mrs. Weisbart to join us for lunch. She tried to eat a snail and did. She said it was very good. I didn't eat it at first but I tried hard. Mrs. Weisbart said, "Hurry and eat it." Finally I did.

Please try to taste some. You might like them better than you think. Good luck!! I will give you a warning, they are very good.

Debra Manker

Holiday Time

We all think of home when the holiday season arrives. We have pleasant memories of good cooking, happy times and visiting with relatives. It is fun opening packages and even more fun seeing someone happy with a gift that you have made. The girls in homemaking in the past years have made ties, blouses, aprons, needle work pictures, jellies, candy and cookies for Christmas gifts. They are all working on surprises to take home this year.

Cutout cookies are especially fun to make at Christmas. There is a collection of over 50 different cookie cutters in the homemaking room. It is hard to decide which ones to use. We have tried different recipes but

like the following one best. Our secret of success is to chill the dough before trying to roll it out.

SUGAR COOKIES

1 cup sugar	2¼ cups sifted flour
½ cup shortening	½ teaspoon salt
1 teaspoon vanilla	½ teaspoon
1 egg	baking soda
¼ cup milk	½ teaspoon
	baking powder

Combine sugar and shortening until smooth. Add egg and vanilla. Measure milk and dry ingredients and add a little at a time. Mix well. Chill for one day. Roll dough thin and cut with a cookie cutter. Do not try to work with all the dough at one time. Cut the cookies with a cookie cutter and put on a greased cookie sheet. Bake at 375° for 10 minutes.

The Vocational School

invites you to

HORTICULTURE'S

Christmas Open House

and Plant Sale

December 20th

9:00 a.m. to 3:00 p.m.

The Cover

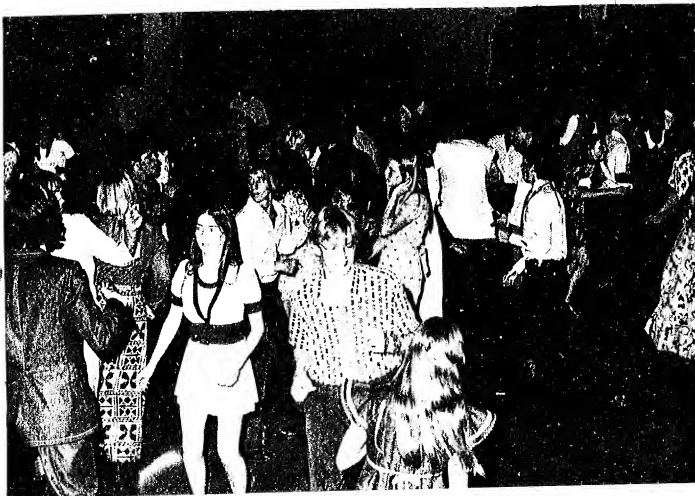
The Christmas cover was designed by Katie McHugh who is interested in the graded shading effect of coquille board.



The beautiful Miss Nancy Jones smilingly flirts with her subjects as she is escorted around the football field for all to see.

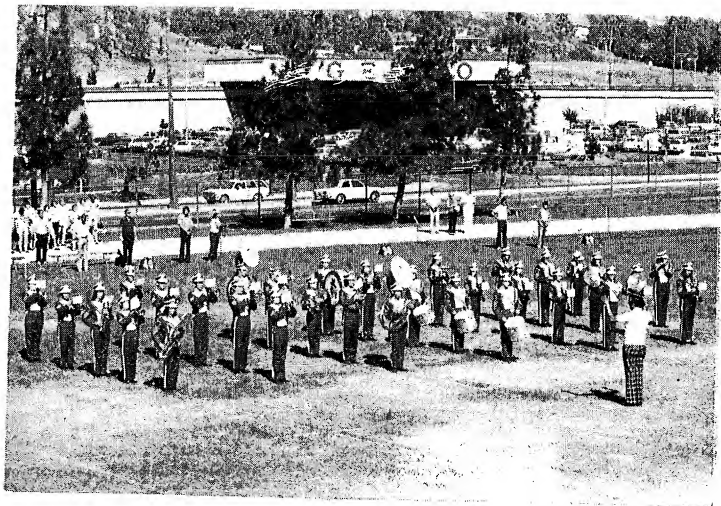


The Court — Donna Allen, 1972 Princess, Darla Smith, Janet Mertz, Kathy Shaw and Linda Tucker.

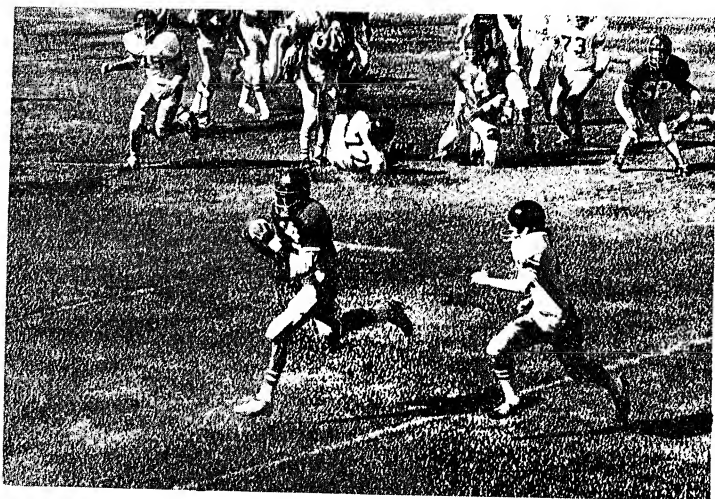


The action begins in earnest as the entire student body gets into the swing at the Homecoming Dance.

Homecoming 1973



The Norte Vista High School Marching Band plays the "Star Spangled Banner" prior to the opening kick-off in the annual homecoming gala.



In first half action, Mike Farnady breaks away from a Webb defender following his reception of a John Foronda pass. Result touchdown, CSDR!



Dr. Brill places the crown on Miss Jones as Keith Brown looks on and awaits his chance to steal a kiss and present a bouquet of roses to our lovely new queen.

Residence Hall News

Pachappa I

Halloween is always fun time in Pachappa I. Jeffery Howard and Duane Kryger did a great job of decorating our bulletin board with skeletons, witches, ghosts and spiders.

We thank Michael Todd for bringing us a pumpkin with a frightening face.

Eric Haaland, Christian Smith and Robert Fletcher had October birthdays. Refreshments included a cake with ghosts and goblins rising from it.

Timothy Gonzales enjoyed a day at the Los Angeles Fair. He especially liked the many exciting rides.

Pachappa II

Pachappa II has recently received two new residential students. They are Thomas Wolf, who was previously a day student here at CSDR and Timothy Sexton, who attended a day program in San Bernardino. Both boys were enthusiastically greeted by the rest of the boys and seem to enjoy living in the residence hall.

Shannon Rose wants everyone to know that he has two new puppies at home. Shannon helps in their care and feeding. He hasn't decided on names for his two new friends yet.

Kevin Link has also acquired a new pet . . . a small kitten named "Tiger".

Pachappa III

A flurry of activity has marked the past month for the girls of Pachappa III. Roberta Parker was welcomed in time to join in many of the activities with the other girls. Swimming as weather permits and a trip to Farrell's Ice Cream Parlour were some of the highlights. "Bambi" was the most popular of the movies that was shared with Pachappa II.

Halloween brought a visit to the Haunted House at Shamel Park and a party which was planned by the Ticktockers. From the gobbling goblins the night before, the girls suddenly turned their attention to the turkeys of Thanksgiving.

Rubidoux I

November will be a busy month for the special interest groups in Rubidoux I. The football special interest group will have their awards party November 14th at the Pizza Palace. Rubidoux I boys participating

are Jeffrey Emmer, Arthur Garcia, Michael Higgins, Barry Katz, Christopher Kemp, Steven Kugler, Kevin Pearson, Tony Price, Gary Stephenson, and Kenneth Tucker.

The magic and imagination special interest group is planning a program of magic and improvisations featuring Steven Ake, Alban Branton, Clifton Burger, Charles Cordy, Glenn Giudice, Corey Ingison, Mitchell Roberts, Scott Tiemstra, and Christopher Volkmar.

Rubidoux II

Rubidoux II had a party recently and the girls were overfed with cupcakes, punch and candy. They played a version of musical chairs and several relay games.

Sandra Acevedo received flowers from a friend. Who is he, Sandra?

Mary Ochoa celebrated her tenth birthday and shared a beautiful chocolate cake. Mary had a party and got some new clothes. Stacey Musgrove and Sherri Long both celebrated their ninth birthdays — only one day apart! They shared punch with Rubidoux III.

Both Elizabeth Jurado and Stephanie Hampson shared candy with all of the girls. It was a surprise treat. Stephanie is our new girl in Rubidoux II and we are happy to have her. She is from Hacienda Heights and is nine years old.

Rubidoux III

Besides the festive days of the Halloween month, October presented days of sports, game competitions, and birthday celebrations for the girls of Rubidoux III.

The biweekly word game introduces words to the girls in game form. Through the word game, new words are learned, spelled, defined, and used correctly.

Sports day allows the girls to compete in various sports. This month the girls competed in kickball. The captains of the teams were: Renee Bartlett for Team I, Theo Amey for Team II, and Dixie Hull for Team III. Congratulations to Team II for winning the championship. Team II consisted of Theo Amey, captain; Norma Rosas, assistant; Nidia Carrillo, Paulette Adams, Joyce Cook, Sherri La Plount, Delia Quintana, Marianne Owens, and Nancy Herrera as team members.

Lassen I

Lassen I would like to welcome our new boy, Scott Butler, from Altadena, California. He likes sports, and basketball is his favorite game. Scott's hobby is drawing.

Two boys moved from Lassen II to Lassen I. They are Guy Gomez and Donald Langdon.

Bulletin board contest winners in the dormitory for October are Carl Chavez, Steven Triolo, Rex Nelson, Paul Hughes, John White, Tony Carbone, John Roberts, Pepe Hernandez and Mike Schwan.

Lassen II

One of the most important incentives of the Lassen II merit system is the special trip for the six boys who earned the most merit points over a six week period. These boys enjoyed bowling at Tava Lanes and eating at Sorrento's restaurant: Michael Grizzard, Ricky Lopez, Paul Maucere, Robert Pirard, Oscar Sanchez and Robert West.

The cooking special interest group traveled to Hadley's Fruit and Nut House in Cabazon. The baker's dozen gourmets sampled dates, granola and other sweets. They also purchased enough to help them through several weeks in the dormitory.

Shasta I

Talented Karen McCalister made the lovely Homecoming gown for Nancy Jones. What an honor for both girls as Nancy was chosen Queen at the Homecoming Game. Congratulations to both of you as well as the Princesses — Linda Tucker, Janet Mertz, Darla Smith and Kathy Shaw.

Marjorie New spent a fun and busy weekend visiting as a house guest of Carolyn Pelletier. They attended a wedding, reception, parties and ate lots of delicious foods at the parties and restaurants.

Welcome back to CSDR, Irene Dye. It is nice having you back again with us. After leaving CSDR, Irene attended the Missouri School for the Deaf, but returned again in September for her senior year.

Shasta I girls in the cooking group planned and prepared a delicious menu. Vickie Phillips, Kathy Gaines, Jeane Nelson, and Alwayne Grim were among those who enjoyed cheese enchiladas and tossed green salad.

Carolyn Foster and Leslie Greer certainly deserved their prizes for the best costumes at the Junior-Senior Halloween party.

The party was great fun and a success, thanks to all who worked on the various committees.

Shasta II

Now that school is well under way, Shasta II girls have really been busy.

Our girls' volleyball team has won two games with the help of Cheryl Millwee, Paulette Sottak, Jill Taniguchi, and Cathy Bartlett.

Terry Grohs, Tina DiGiacomo, Kathy West and Cindy Anderson designed and made their own beads.

Our cheerleaders added to the sparkle and pageantry of Homecoming weekend. The Varsity Cheerleaders are: Jill Taniguchi, Katie McHugh, Ana Westall; the Junior Varsity Cheerleaders are: Paulette Sottak, Debra Manker, Judith Beau, and Tina DiGiacomo; and the Pom Pon Girls are: Cathy Bartlett, Susan Boudreau, Helen Beckstead and Dawn Dashner.

Almost all the girls went to Sherman High School by bus to see our football team crush the Indians. It was cold, but, there was a lot of spirit.

Our Girls Care Club is busy helping others. They've made money from selling pop and baked goods. The president is Cathy Meek; vice president, Rosie Attwell; secretary, Katie McHugh; treasurer, Irene Dye; and sergeant-at-arms, Maureen Mazza and Carolyn Foster.

Shasta III

Shasta III girls are busy in the dormitory program with cooking, craft, and athletics. The girls are also enjoying trips with their families.

Ann Kassel is talking about a trip she took with her family to San Francisco, Sacramento and Lake Tahoe. In San Francisco Ann enjoyed seeing many Victorian style buildings. At Sacramento she visited the Capitol building and enjoyed the many Camellias on the grounds. While at Lake Tahoe she was able to camp and enjoyed swimming and hiking.

Deri Lynn Gough and Mary Miller, a new student at CSDR, met before Mary came to live in Shasta III. Mary and her family were on a camping trip at the same place that Deri Lynn Gough's family was camping in the mountains near Idyllwild.

Lori Fisher is now a day student at CSDR because the Fisher family has moved to Riverside to live.

Shasta IV

Shasta IV welcomes two girls to the dorm. Cheryl Okamoto who comes from Guadalupe and Delle Samson from San Diego.

Lurene Flores has been doing a lot of traveling lately . . . She's been going to San Francisco on the weekends to see her dentist. While there, she has visited CSDB and friends in Oakland.

Lori Jones, June McMahon, Tari Manker and Kristin Zimmer have started a story-telling group for Rubidoux II. So far they've told fairy tales and will add stories they've written themselves to their repertoire.

Mila Morgan's father surprised the girls two weeks in a row with cartons of assorted melons — delicious!

Palomar I

John Foronda, Everette Harvey and Chuck Bill joined some friends recently to attend a football game in the Los Angeles Coliseum. They watched an exciting game between the Los Angeles Rams and the Dallas Cowboys. The Rams won, 38-31.

James Williams and Henry Pelayo also enjoyed a good football game in Brawley when they watched Imperial Valley College beat Palo Verde College, 37-7.

Palomar I has elected to continue the policy of having dormitory representatives rather than a student council.

Chosen to guide the Palomar men for the 1973-74 year are: Jeff Gibbons, John Foronda, David Gomez, Robert Medress and Everette Harvey.

Many of the Palomar I boys own cars in which they drive back and forth to school. They cannot use them during the week, and must keep them parked in the lot near the Maude Street entrance. The boys have permission to carry some of the students as passengers. Car owners in Palomar I are Farley Warshaw, Randall Kidd, Charles Bill, Jeff Gibbons and Keith Brown.

Palomar II

Tom Gilmore has passed the requirements for the Eagle Scout in the Explorers. He also has 31 merit badges. Tom is working on the Eagle Palms too and when he gets that he will be the first boy in the history of CSDB to do so.

John Estes and Phil Weishar worked very hard on their Halloween costumes. John was a blue-faced monster and Phil was Dracula. Both boys had terrific costumes and were invited to Sierra II to scare the boys over there. John won the prize for "Most Original" at the High School Halloween party.

David Corder is a new day student in Palomar II. He lives in Fontana and is a junior.

All the boys in Palomar II have congratulated Jeff Lubman, John Estes, and Danny Tsujimoto for the great work they and the other students did in planning the Homecoming Dance. The Social Hall was beautifully decorated and everyone who attended had a lot of fun.

Palomar III

Spooks, goblins, and witches were present at the Halloween party held by Palomar III for Shasta III. Real pumpkins were used for decorations. Refreshments and a movie followed fun and games.

Palomar III students have two projects going now: a Photography Club in which the members are furnished with cameras and albums, and a hobby room. Students, under the supervision of counselors, will be making decoupage, candles, car models, planes, art work, and many other interesting things.

The Student Council was elected in September.

President	Kevin Struxness
Vice-President	Paul Delgrolice
Secretary	John Carpenter
Treasurer	Mark Erwin
Sergeant-at-Arms	John DuQuin

They are a working council, and have become involved in all Residence Hall activities and problems.

The students are still reminiscing about the great times they had last summer. David Lowry spent two weeks with his older brother; they went backpacking up in the High Sierras and saw many interesting things. They hiked while there, slept out, and had a good visit together.

Richard Tency spent most of his summer working, but managed a few good times. The most fun he had was at the beach, swimming and sun bathing. He also went fishing with his uncle, was out all day in a charter boat and caught about nineteen fish.

Sierra I

The boys of Sierra I are enthusiastically involved in many beneficial planning activities such as woodworking where Alberto Esquivel, Thomas Acevedo, Gilbert Avila, and James Maye are putting the finishing touches on bird houses they have created to adorn the lawns and trees at home. Other planned activities are photography and developing pictures the boys have taken on field trips. Thomas Acevedo, James Maye and Chris Lopez have also benefited from such impromptu activities as star-gazing where they observed that beautiful red ball, Mars, and craters on the Moon.

Sierra II

The Sierra II students have been actively involved in football games this month. Joe Nemeth is developing that golden arm of his to the terror and destruction of the defensive back field of John Lee, Jeff Brunty, and Mitch Darling. The Sierra II scouts have just recruited a new and promising rookie, Dennis Tanaka. Dennis comes to us from Whitney III.

Sierra III

On Halloween the boys of Sierra III entertained both staff and students with a terrifying, ghostly atmosphere and horror stories. The audience knew something grisly was up when they entered the dorm and found a den of goblins and murderous friends. They were especially shaken at the costumes of Luis Garcia, Cliff Burville, and Criss Venia. These were fiendishly assisted by Tim Le Master and Mike Lutz in skits and stories. It has been said that even the Great Pumpkin made an appearance. At the completion of the performances shattered nerves were restored by games, apple cider and candy apples.

Sierra IV

On the 11th of October, the Sierra III boys took Tamy Neal, Christa Eichberger, Gina Lamberton, Jan Minner, Dell Samson, Donna Zapata, Mary Norvell and Theresa Dickinson to Farrell's for ice cream. All had such a wonderful time that this event was repeated with a pizza party in November.

We celebrated Gina Lamberton's birthday by having ice cream and cake which was enjoyed by all. We are delighted to have a new girl in our dormitory. Her name is Carmen Castillo.

LEISURE TIME EVENTS

(Continued from Page 14)

Boy Scout Troop 118

The Boy Scouts of Troop 118 walked in patrols to the clubroom for their monthly awards presentation. Scout skill awards for cooking and camping were presented to Timothy LeMaster and Mike Lutz. Camping skill awards were presented to Clifford Burville, Gerry Mardirosian, Pedro Gonzales, Christopher Venia, Luis Garcia, Gilbert Avila, and Alberto Esquivel. Patrol leader certificates were awarded to Timothy LeMaster, Clifford Burville, and Mike Lutz.

Boy Scout Troop 218

The Boy Scouts of Troop 218 have planned their first camping trip of the school year to Camp Emerson. What is very special about this trip is that we will be participating in a "Camporee" with over one hundred scouts from the Riverside area. This will indeed prove to be a most interesting experience as there will be competition between the various troops attending the "Camporee". A special "Camporee" patch will be awarded each participant. We are really looking forward to the very special camping trip.

Boy Scout Troop 18

Boy Scout Troop 18's newspaper drive is doing very well. They have earned \$47.00 in three weeks. They are now collecting old papers from homes near the school. The people have been very co-operative in donating their old newspapers, and the Scouts are working very hard.

Troop 18 had their first overnight trip to Lake Elsinore Park. They went swimming, fishing, and boat riding. They are now looking forward to their next trip which will be in the mountains. They are hoping for snow.

Explorer Post 18

The Explorers recently enjoyed a weekend at Camp Emerson, which is located near Idyllwild. During our stay we visited the University of Southern California campus that is adjacent to Camp Emerson. We attended a demonstration on ecology sponsored by the 4-H clubs from all over Southern California.

Our next trip will be a backpacking excursion to Alger Creek and Dobbs Cabin located at the 7,600 ft. level of the San Geronio wild area.

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